Name: Danya AlSaadi

Name of activity: improve piano

Participant/s:

Advisor:

Supervisor:

Learning Outcomes targeted: (See extension to template on next page)

CAS Category/ies (Check box/es as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Creativity | X | Action | X | Service |  |

What I will accept as Evidence of Success:

* Writing songs in piano
* Read my notes fast
* Be able to play fast and nice

Proposed Action Timeline Checklist:

(Needs to include reporting and reflection steps and times for the supervisor and advisor to check in / sign off)

|  |  |  |  |
| --- | --- | --- | --- |
| Step | Action | Target Date | Done / Signed off |
| 1 | Sign up for lessons | When lessons are offered |  |
| 2 | Choose whether to improve piano or learn violin |  |  |
| 3 | Attend each class |  |  |

Reflection: Thoughts on meeting / not meeting the learning objectives, recommendations for anyone considering a similar plan.

**Increased your awareness of your own strengths and areas for growth**

* Able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you with to move forward.

**Undertaken new challenges**

* A new challenge may be an unfamiliar activity, or an extension to an existing one.

**Planned and initiated activities**

* Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, eg, ongoing school activities in the local community, as well as in small student-led activities.

**Worked collaboratively with others**

* Collaboration can be shown in many different activities, such as team sports, playing music in a band or helping in a kindergarten. At least one project involving collaboration and the integration of at least two of creativity, action and service is required.

**Shown perseverance and commitment in activities**

* At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

**Engaged with issues of global importance**

* You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (eg. environmental concerns, caring for the elderly.

**Considered the ethical implication of your actions**

* Ethical decisions arise in almost any CAS activity (eg. on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

**Developed new skills**

* As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.